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AFTER-HOURS EDUCATION IN COMMUNIST CHINA

by Lin Feng, Li Chieh-po and Ouyang Hui-lin

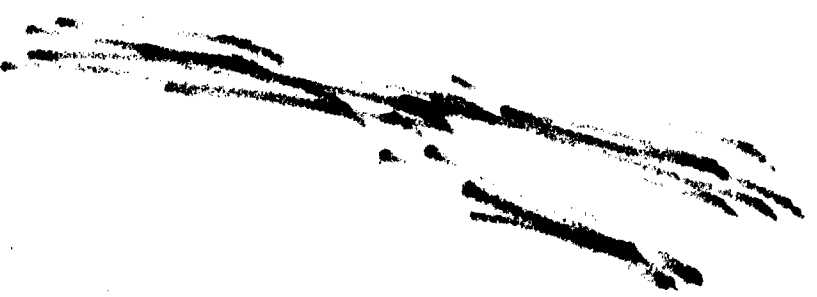
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## FOREWORD

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## AFTER-HOURS EDUCATION IN COMMUNIST CHINA

[Following is a translation of three articles from the 27 March 1960 issue of the Chinese-language periodical Hsin-hua Pan-yueh-h'an (New China Fortnightly), Paiping. Page and author are given under individual article headings.]

<u>Table of Contents</u>	<u>Page</u>
I. Engage Extensively in After-Hours Education and Quickly Train Technicians	1
II. Summary and Evaluation of the All-China Workers' After-Hours Education On-the-Spot Conference in Heilungkiang	13
III. The Second Year of Agricultural Middle Schools in Communist China	23

I. ENGAGE EXTENSIVELY IN AFTER-HOURS EDUCATION AND QUICKLY  
TRAIN TECHNICIANS (An Address Delivered to the Heilungkiang  
National Workers Conference, 13 January 1960)

Vol. 176, No. 6

Pages 97-100

Lin Feng

A. Concerning the Conference and the Conditions of the Task of  
Worker's After-Hours Education

For the past few days we have listened to the reports of the experiences from the Heilungkiang Province, the city of Harbin, and other provinces, cities and autonomous regions. The reports are excellent. The conference is not yet over, but from what we have already witnessed, the result is already very substantial. We can foresee even greater results from this conference. This conference has two major objectives: one is to exchange experiences; the second is to study the planning of future work including the year of 1960, the next Three-Year Plan and the next Eight-Year Plan.

The central party and Chairman Mao have always paid close attention to the mass educational work of the workers (laborers) and peasants. In the 10 years of national reconstruction, the accomplishments of workers' education have been great and its experiences rich. Particularly in the years 1958 and 1959, under the guiding light of the party, Socialistic reconstruction in every enterprise in the country has progressed greatly, substantiating the victory of the people's communes. The after hours education of laborers has shown continuous progress under the direction of educational revolution and the "walking on two legs" policy. By the end of 1958, the number of laborers from branches of state industries, basic construction work, transportation, trade, agriculture, forestry, irrigation and meteorological work passed 16 million people. The year 1959 showed an increase of 50 percent over the preceding year. The enrollment of young workers constitutes about 5-7 percent. In the last 2 years, the "great leap forward" movement made progress not only in quantity, but also in quality. Many of the mining enterprises have already started an after-hours educational system and expanded their teaching staffs and educational outlook. They have greatly improved their understanding of the after-hours worker educational program and educational policy and methodology, especially in regard to the unification of education and work. Now whether they are large-scale industrial mining enterprises or scattered small units, all have received a great deal of experience. The results of the experiments among the factories, coal mines, and stores in the districts of Tungnan, Hsinfen, Weichien in Heilungkiang Province, the Kiangling Machine Factory in Szechuan, Hsienking Machine Factory in Hunan and the Linching Shipyard in Shantung are excellent.

On the whole, after 10 years of struggle and especially during the last 2 years of the "great leap forward", the after-hours educational program for the worker has completely changed its complexion. In the past, some units manifested the phenomenon of "first, work hard; second, relax; third, do nothing." This has completely disappeared. The common observation now seems to be "first, start; second, consolidate; third, improve." The main explanation for our success is the leadership of every party organization unit under the accurate party line and educational policy. We went through a comparatively systematic, normal routine to make our work a reality. Certainly we must not be content with what we have already accomplished. We must continuously leap forward. From now on, during a certain period, the after-hours education for the worker must keep on expanding, consolidating and improving in order to render it so permanent that nothing can destroy it. To establish a socialistic or Communistic society, one must remain endlessly aware of the Communistic consciousness and the technical and cultural level of the people throughout the nation. The future society shall follow the growth of the social production power. Between production, rest, cultural recreation, and gymnastic activities, people will have more time to study. Educational work after hours does not end with the elimination of illiteracy, or with mass education in the primary, intermediate or higher levels. It is a perpetual job; the more you do, the more you will have to do.

B. Concerning the Present Objectives of the After-Hours Educational Program for the Worker

In the next 10 years the great challenge to the people of our nation is to catch up with or to surpass Great Britain in the production of capital goods; to establish a complete, basic industrial system; to modernize our agriculture and scientific culture; and to make our nation a great and strong socialistic state. To accomplish this goal, we must follow the party, work hard, get the upper hand and speedily and economically build up the socialist party line. Educational work must be extended and promoted. We want to produce several million high class specialists and more than 10 million middle grade specialists. To train so many people, the all-day or half-day schools would be inadequate. We must expand our after-hours education. From the point of view of increasing the number of trained personnel, the responsibilities and possibilities of after-hours education is greater. Therefore, education must follow the direction of the policy of "walking on two legs" and muster all resources to develop all-day schools, half-day schools, and after-hours schools.

The present educational level of the workers is as follows: 21 percent are illiterate and semi-illiterate; 51.7 percent have primary school standing; 22 percent have junior high school standing; 4 percent, senior high school standing; and only 1.4 percent have college standing.

The cultural level of the workers is low. We must greatly increase the workers' political, technical, and cultural level. I wish to list the following points to discuss with you, comrades, in relation to the objectives of the workers' after-hours education based on the principles of production necessities and production unification, living conditions and studies and in consideration of the school enrollment and cultural level of the workers.

#### 1. Elimination of illiteracy

According to the statistics material of this conference, we see that up to the end of 1959 the whole nation had more than 6 million illiterate or semi-illiterate young workers; 450,000 workers have enrolled in schools, but there are still more than 160,000 people out of school. The ratio of illiteracy and semi-illiteracy in the villages is even more serious. Among the young people there are more than 40 percent who are illiterate. From the national point of view, our slogan concerning the problem of elimination of illiteracy is totally to eliminate illiteracy among the young people during the Second Five-Year Plan period. Within reason, we should be able to eliminate illiteracy among the workers even earlier. We should fight to eliminate illiteracy among young workers within one or 2 years. As shown in this conference, many areas and industrial projects have planned essentially to eliminate illiteracy, leaving the loose ends for next year. Even the coal mining areas, where the illiteracy rate is high, have shown their determination to eliminate the major illiteracy problems. The present task in combating illiteracy is to pay more attention to those difficult areas such as the coal mining and forestry departments and to give them more help. If we could concentrate on eliminating illiteracy among the young workers this year or next year and finish up the minor problems of illiteracy shortly thereafter, it would be a great accomplishment. After solving the major problems of illiteracy, we might still find illiterates or semi-illiterates among the working people. I propose that from now on when new workers come to the factories we should eliminate the illiterates and semi-illiterates through the process of political indoctrination during the period of technical and security education. For those workers who are over forty-six and are able to study, we should do our utmost to eliminate their illiteracy, especially among key workers and progressive producers.

#### 2. Extensive participation in primary education and timely extension of after-hours education to young workers

Once the young workers become literate, they should be organized and enrolled into the after-hours primary school to study. The work of eliminating illiteracy and extending primary education should be coordinated.



Two reasons may explain the past failure of anti-illiteracy work:

(1) The children did not have any opportunity to receive universal primary education. After we eliminate the old illiterates, we face more new illiterates. (2) Anti-illiteracy work was not followed up by after hours primary school education. Now most of the places in the country have basic universal primary school educational systems. With the exception of the illiterates and semi-illiterates, the majority of the young workers have been organized and sent to schools. In order to safeguard the results of anti-illiteracy programs, the extension of after-hours educational work must tie in very closely with the former. Once the workers reach the educational level of the after-hours primary school graduates, i.e., to be able to read newspapers and books, to be able to write letters and keep records, then their chance of returning to illiteracy is slight. It is a great challenge to convert a largely illiterate nation into a nation with a high cultural level. To accomplish this we must fight many battles. The first battle is to eliminate illiteracy and to extend after-hours primary school education. The second battle is to extend universal secondary education. The third battle is to extend universal higher education. In the first struggle, the work of eliminating illiteracy and the spreading of primary school education is like two closely joined battles. Only by winning both battles can we guarantee a complete victory. With this victory, we could then provide a foundation for the extension of universal secondary school education. Therefore, the first undertaking we should attempt this year and next year should be to be determined to win the first battle. Judging from the response of different areas and production centers, we must provide the positive creative conditions along with firm convictions to carry out the work. This demand can be met. If there were difficulties in one particular unit, others should come to offer generous aid.

3. Fighting for the extension of the basic universal after-hours junior high school education for the young workers during the Third Five-Year Plan

This task could be accomplished in the next 5 years. It might be realized even earlier in certain areas and units. Some units, such as the First Machine Tools Factory of Harbin, have already engaged extensively in the after-hours junior high school educational program. To be able to engage extensively in after-hours junior high school education, it is necessary to have a plan to be carried out stage by stage and to have good groundwork for the preparation of good teachers.

4. Extensive use of the after-hours secondary trade schools (senior high) and after-hours institutes of higher learning

To "engage extensively" means to do all that we can. In the past many of the comrades thought that participation in after-hours education necessitated elimination of illiteracy first, then extensive universal primary school education would be undertaken. After this was completed then secondary school education must be considered and then after that college education. That thought was wrong. As a matter of fact, there are many industrial mining enterprises that, despite the fact that they have not yet accomplished universal primary and secondary education, have, under certain conditions, started to engage in higher education. There is a demand for us to start engaging in the establishment of after-hours colleges and technological schools. According to the late 1959 survey conducted by the Municipal Committee of Harbin that included more than 18 of the large model factories in which the mechanical departments involved over more than 3,000 men, the educational levels of the workers are as follows: senior high school standing 19.0 percent, junior high school standing 36.7 percent, primary school standing 36.3 percent, illiterates and semi-illiterates 8 percent. Again, according to the statistics of the Peking Electrical Tubing Factory and the First Machine Factory, the statistics on their workers' educational levels reveal the following: above senior high school standing 25 percent, junior high school 50 percent, higher primary school standing 20 percent, illiterate or semi-illiterate 5 percent. The above mentioned figures explain the obvious fact that in many modernized, large factories many of the workers already possess a standard above the junior high or senior high school average. Among these factories, the opening of after-hours high schools and secondary specialized schools is an urgent need; they have clearly met the requirements necessary to establish such schools.

The purpose of conducting extensive after-hours higher education and secondary specialized schools is one of double meaning. On one hand it is to train a large number of technicians, on the other hand it prepares the teaching personnel for the after-hours middle schools. To be able to engage in a large scale operation of after-hours secondary education, it would be necessary to "catch on to both ends," that is, to obtain the higher education would solve the teacher shortage problem and the primary education would then supply students capable of advancing. Therefore, all three are closely related. It is necessary to "catch both ends" in order to lead the middle and to have good organization. When participating in after-hours higher education, it is necessary to pay attention to the apex of technology and to reach the epitome of modernization.

In order to meet the technical demands of our nation and to reach the peak of scientific achievement, we must be constantly aware of current and future demands so that the timing of our actions may be opportune. The turning out of trained personnel will be enormous and both quality and quantity will be excellent.

5. Further establishment of an after-hours educational system from primary education to higher education.

In some areas there are some industrial and mining enterprises that have already taken the preliminary steps to establish an after-hours educational system. This kind of experiment has been frequently noted in this conference. From these experiments, under certain conditions, it appears that it would have been easier to operate on a larger scale. The smaller the project is, the more difficult it becomes. This is because it is easier to form a system to train teachers, to teach the workers and help them retain what is taught and to do well, if it is done on a higher and larger scale. We should seize the opportunity to engage extensively in after-hours education and to form a system. Some mining enterprises could work out a comparatively complete after-hours educational system from the primary level to the highest level, especially those involving factories of similar natures. This not only saves money, but also improves the quality and quantity of the work. Some factories may have difficulties whether they cooperate with other units or do it alone. This problem could be solved by handling it in the region or in the city where it is located. It might also take the form of a partnership between the factory and the scientific research unit or between the factory and the institutes of higher learning. However, in order to determine the different methods of solution, we must establish an after-hours educational program step by step. The after-hours educational program should be coordinated with the all-day and half-day school systems and should receive support from all sources. As we see it, the road to after-hours education is a very broad one. If traveled quickly and economically, it can lead to technical strength.

6. Concerning the key leadership elements of the industrial and mining enterprises (including shop foreman, section chief, and small committee chairmen, etc.) which should receive closer attention

A more effective arrangement incorporating a time limit for the leaders should be adopted. During the time allotted, a certain level of accomplishment would be expected. This arrangement should also create certain working conditions, and should outline certain methods to solve difficulties and to enable students to learn better and faster.

In summary, we see the possibility within the next 8 years of extending junior high school education to all young workers and of making the majority of them reach the level of a junior graduate standard. Among them we could train thousands upon thousands of technicians and managerial cadets. To fulfill this ideal the present outlook and technical level of the young workers are bound to undergo a major change. Right now the majority of the young workers only reach the standard of a primary school graduate. After 8 years, the majority will surpass the secondary school level. When we reach that destination, we shall take a great step forward on the road to the intellectual highway that will reach the agricultural and industrial masses also.

In order to build up our nation as a large, strong, socialistic nation and to prepare for the Communistic transitional conditions, we must win the victory of technical revolution and cultural revolution. This is a political mission as well as an historical mission. The workers' after-hours educational enterprise should actively serve this great mission.

C. The Whole Party and All the People Participating in After-Hours Education; Thoroughly and Adequately Follow the Mass Line

After-hours education possesses a broad mass nature. It is an educational enterprise involving hundreds of thousands of people. Therefore, it must be under the direction of the party on all levels, to follow the people's line adequately, and to carry out the policies of the after-hours educational program under the party and people's leadership. Industrial and mining enterprises want to participate in people's communes, schools and scientific research units. Hospitals, troops and organizational groups also want to participate. Our socialistic industrial and mining enterprises want to accomplish their production missions and to train the men possessing ability. Does every comrade have an adequate recognition of this idea? Possibly some comrades do not. There are some comrades who think that after-hours education only has the elimination of illiteracy and the provision for universal after-hours primary school education as a goal. They cannot conceive that after-hours education also takes on the responsibility of training all types of specialists who will reach the peaks of achievement. Every industrial mining area wants to take up the educational work in time. They conduct all-day schools, half-day schools and to a large extent, all grades and all kinds of schools.

Inside the industrial mining area, the present essential need is for technical schools and trade schools; ordinary schools, such as the junior high and senior high schools, could also be operated. The immediate needs and long range plans can work together, thereby "walking on two legs."

Normal schools are also needed to train teachers. We could also train some accountants, statisticians, medical personnel, foreign language experts, nurses, etc. for the mines. The intellectuals and technicians of the mining industries must take a dual role, that of technical work and that of managerial work as well as participating in the educational work if possible. They are not only engineers and technicians but teachers as well.

The operation of the after-hours schools in the industrial mining area must be determined by conditions, becoming either a long-term or short-term basis of operation. It can also choose a time limited system of production and teaching, i.e., when production is an off-season, the educated workers may then act as teachers, returning to labor when they are needed. The after-hours study methods can be classroom instruction correspondence, radio broadcasting, television, and self-study. The cities which have television facilities would make television schools most advantageous. Through television, illustrations may be used such as drawing, experiments, drill experiments; all of these are suitable for technical education. We want to use all forms and methods to build up our technical resources.

In order to participate in education, one must also engage in mass movement which involves exploration of the active learning capacities of the masses. Instructions in the method of studying should be given to those workers enrolled in schools or to those probational students taking part in studies. The active elements of mass education should be encouraged to further the possibility of finding adequate teaching personnel, equipment, and teaching materials.

For the sake of making the after-hours educational program a success, it is necessary to mobilize all forces and to take part in Communistic cooperation.

D. Advancement in the "Realization of Coordinating All Production, Combining All Arrangements, Teaching According to the Material, and Methods Flexible Enough to Maintain and Elicit a Lively Interest"

This principle is derived from the actual past experience. The facts have proved that this principle is accurate. All those comrades who engage in producing and learning welcome this principle. From now on we should advance a step further in practicing it. In these 16 (Chinese) words, the most important ones are those referring to coordination of production. Production is the most important part of the industrial mining enterprise. The educational policy, methods, and working schedule must fit into the production needs and conditions. Adaption and maintainance of good working relations and conditions with the workers is the special characteristic of a mature man and producer.

There is a necessity to improve and uplift our teaching plans, substance, and methods. In the past years, especially from the experiences of the past one or 2 years, the age limit in the after-hours schools is somewhat less than what the National Industrial Mining Enterprises Workers' Educational Conference had anticipated. Ordinarily when we discussed the school system's problem, we often thought that the students of the after hours schools would be older than those in the all-day school. From our experiences, taking into consideration the special problems of the workers brought about by their profession and/or age, we find it wise to arrange a shorter time requirement for the after hours schools than for the all-day schools. Although it is certainly permissible to shorten the time requirement if needed as in this instance, this expediency must be governed by one important element, i.e., a certain quality must be maintained. The principle is not "the shorter, the better" alone. When we engage in after hours education, we must free our thinking, get out of the old educational rut and keep up with the perpetual revolutionary spirit.

In regard to the school curriculum, it should be arranged according to the needs of each profession. In general, it could be a little narrower and more selective. Some subjects could be omitted or postponed, but those who are proponents of this theory must avoid the pitfalls of unimaginative thinking and pragmatism. They should consider the long range and indirect needs and the needs of modern production. For the young people, we should also consider their need of advancement into another school.

The spokesman from Shanghai gave a very good talk concerning the question of teaching material. His area has done much good work in that direction. It would be difficult to find uniform national teaching materials. We must find a mass method. Everyone should start to compile teaching materials. I propose using the provinces, municipalities, and autonomous regions as units to lead and organize the forces to compile and publish. These materials will be more useful and practical. The materials compiled by the local sources could be revised as they were being used. Each province, city, or autonomous district could exchange teaching materials with other places. After a certain period and under certain conditions, they could constitute a national attitude. Uplifting the after hours education is very important work. We must pay full attention to this.

In addition to teaching materials, we should give our attention to compiling all kinds of common reading material. Every region, every enterprise should consider this a very important task for cultural revolution.

Normally we should emphasize the educational work of political thinking and the promotion of Communistic conscientiousness. In political education we should pay attention to educational philosophy as well as the study of current politics. Many lively illustrations have indicated a movement in the learning and practice of Mao Tze-tung's thought among the workers and farmers. They have noticeably awakened the thinking and the consciousness of the obligation and duty of the laborers and farmers among the masses. We must seriously study Marxism, Leninism and the writings of Comrade Mao Tze-tung, fully grasping his thought weapon. Our duty is to train and produce a troop of Communistic and specialist workers as well as a troop of the followers of Marx and Lenin's doctrines.

## 2. Concerning the Question of Half-Work and Half-Study

This is a new enterprise coming out of the workers' educational great leap forward movement in the last 2 years. We must protect this new enterprise. There are three kinds of patterns in work study programs within the industrial mining enterprise. One is for the faster training of apprentices and the promotion of leadership. This kind of work study program has good results because each locality can adjust its participation to its needs. Another kind accepts students who are laborers as well, from primary, junior high or senior high schools to train them for technical skills. As long as there is no problem in getting a supply of students, you can attempt the work study program according to a plan that will suit local needs. There is still another type which operates in the old factories in following the "six-two-system" or "seven-one system" work study plan. According to the expressions made in this conference, factories which practice this type of half-work and half-study system have not only surpassed their production quota, but have also increased the political and cultural level quite rapidly. But this kind of work study system involves a labor system and the problems that accompany the withholding of wages. At the present time, this system of half-work half-study cannot be extended, but may continue to serve as an experiment. I hope factories which have tried this system will try it seriously and draw conclusions from their own experience.

## 3. Concerning the Problem of Supplying Teaching Personnel

The problem of teacher supply is the key question that must be solved in order to expand and promote after-hours education. Comrade Ting-i says the teaching personnel is the vanguard in conducting education. If we want to extend our after-hours education, we must seriously consider this problem as well as encouraging improvement of teaching technique.

To solve the problem of supplying instructors, please consider the following proposals.

I hope that all the party committee members in accordance with their local conditions decide to send all those who are suitable to do educational work to be trained to become the mainstay of the system and become teachers that will strengthen the forces of the after-hours schools and the teachers corps. They have adopted many ways in many places in the past year to reinforce after-hours educational work.

The way to solve the teacher problem is to "select the local talent, let the able one be the teacher." This must be done to solve the literacy problem and also it would alleviate the shortage of teachers among the after hours middle schools and institutions of higher learning. The engineering and technical or managerial personnel and also certain workers may be used as part-time teachers. We must also adopt a "reliance on your own strength for survival, the boat rises as the tide rises" attitude. By the former we mean that we must train our own teachers on a large scale and receive outside aid; the latter implies the continued improvement of the quality of all levels of teachers. To meet the demands of the after-hours education and its development, the quality of the teachers should be improved when the standard of the students is elevated. To establish a sound foundation of teacher training, we must also establish all kinds of normal schools and teachers' colleges.

In order to strengthen the political indoctrination of the teachers and to make them realize the glorious responsibilities of being part of the after-hours educational work, the teachers must continue to improve their political thinking and professional skill. Some of the anti-illiteracy and primary school teachers wish to qualify themselves as future secondary or college teachers. If they can prepare themselves for a long struggle, some of them could fulfill their wish. Educators should come from the working class. Teachers should also participate in the labor movement and should also incorporate that movement into their own system of teaching. This is not only reforms and improves their thought, but is also a prerequisite to performance of good educational work. It is difficult to combine teaching with production and to do good work without having teachers participating in production activities. Even if the teacher comes from the working class, he has to continue to participate in production activity because production technique is constantly on the move.

#### G. Concerning the Question of Leadership

After-hours education should progress under the leadership of the party committee members of all grades. Now all the party committee members have increased their activities in leading educational work. The comrades who are engaging in after-hours educational work should relay their working conditions to the party committeemen.



In order to do the work well under the party leadership, all the units must pull together like a piece of rope. "If everyone picks up sticks, the flame of the fire will increase." The central party organization decided last year to emphasize educational matters for the workers. This was a great improvement. The departments of education and production will have to continue taking charge of this work. From the organizational point of view, every level of the party organization should take the responsibility, be it the department, the division, the bureau, the mining factory, the trains, the working section, or the small units. Each related organization must establish and strengthen its educational control work and the forces of its cadets.

After-hours education must be consolidated and improved in its development. To promote educational and teaching quality, we must give it a thorough examination several times a year; we should set up a model, summarize and extend the progressive experience, and set up good examples of a group of important after-hours schools.

Furthermore, we should re-establish a necessary system. If any of the old system does not seem appropriate, it should be struck out. In order to secure the quality of the after-hours education for the workers, some important system must be established, such as examinations, "make-up" lessons for those missed, professional organizations, absences, etc. There must be a standard for recruitment of new students and for the promotion of old students.

The work of after-hours education must be dynamic and yet realistic. Whether it be the conduct of education or studying, all must be sincere and not superficial.

The task of the after-hours educational work is to fulfill the intellectual needs of hundreds of thousands of laborers and the glorious responsibility of preparation for the transitional period from socialism to communism. But we must also recognize that this is an extremely difficult assignment. It is not easy to accomplish this mission. One must actively, realistically and tirelessly work to bring out results. Under the leadership of the central party organization and Chairman Mao and with the unification of the masses with all working together, our mission certainly will reach a victorious conclusion. ("People's Education," March 1960).

## II. SUMMARY AND EVALUATION OF THE ALL-CHINA WORKERS' AFTER-HOURS EDUCATION ON-THE-SPOT CONFERENCE IN HEILUNGKIANG

Vol. 176, No. 6  
Pages 100-103

Li Chieh-po

This conference has been in session for 13 days since its opening day, January 6. It has adopted the procedure of having plenary sessions, intermediary sessions, small discussion meetings and on-the-spot visits for the exchange of experiences and for the preliminary study of conference proposals. There were 42 comrades who offered their experiences at the general assembly. Comrade Lin Feng presented a report and the committee members of the Heilungkiang Province and members of the central party made speeches. Three or four intermediary sessions were called to provide each responsible comrade the opportunity to discuss the problems of planning and to exchange ideas. During this conference, the city of Chia-mu-sze in Heilungkiang, the Harbin Railroad Administration, the Ningan District and the city of Harbin each reported their successes in the workers' after-hours educational program. This gave great encouragement to the people within or without the conference.

I am now prepared to discuss three problems.

### A. A General Appraisal of the Conference

This is a good conference, a successful conference. It is a promotion conference for the workers' after-hours education and for the construction of socialism under the Communist Party. In using the workers' after-hours educational experiment of the Heilungkiang Province as a rallying point, this conference has become a treasury, receiving the reports of the experiences of every province, city, and autonomous region. At this conference, we have accumulated all the rich experiences of all our sources and have taken the preliminary step of studying the One-Year Plan, Three-Year Plan and the Eight-Year Plan. In this manner, we could broaden our ideas and better acquaint ourselves with the problems. The success of this conference is due to the faithful following by the party of the socialistic path and the realization of party educational policy by the organizations which had been doing after-hours educational work. These organizations put into operation the principles and resolutions of the National Miners' After-hours Education Conference, which took place last March and those of the party's Eighth Plenary Conference. Since then, both production and education everywhere have made great progress. With the rich experiences we have accumulated and the support from the Heilungkiang Province and the city of Harbin, this conference has obtained good results. The obvious reasons are as follows:

# 1. Freedom of thought and understanding of responsibilities

Through the exchange of experiences, on-the-spot visits, and the reports of actual conditions in each locality, we went ahead through the party organizations to give the problems careful consideration. After listening to the report given by comrade Lin Feng, the majority of the people at the conference have a much more accurate understanding of the objectives of after-hours education and the ways to reach those objectives. Many comrades have expressed ideas that they had not expressed when they first came. Now they see what they dared not wish. Now they dare. Formerly some comrades thought that after-hours education for the workers was to eliminate illiteracy, establish primary schools and at most, some junior high schools or occasionally a few colleges. This was very narrow minded. Their horizons have been broadened after listening to the experience reports and Comrade Lin Feng's address. Under the guidance of the central authorities, we know that within the next 10 years, we can expect to equal or to surpass the capital goods production of Great Britain and to achieve an integrated national industrial system, for to modernize agriculture, industry, scientific achievements, to transform our nation into a socialistic state and in the future, to prepare for the Communist transitional period. One of the basic requirements is universally to raise the political, cultural and technical level of the workers and to train several million high class technicians and more than 10 million average specialists among the Chinese workers. At this crucial point, workers' after-hours education will have to shoulder most of the responsibility. For such a glorious mission the comrades who are present here have gained a newer outlook, greater motivation and higher morale. According to the words spoken by some comrades, their "original plans were to do the educational work on a small scale with a modest beginning, but now we dare think and do things on a much larger and higher scale." One comrade gave the following well-phrased comment, "To work on a larger scale, a higher scale is like climbing high and looking afar. Your heart is illuminated." Comrades who can understand the workers' after-hours educational work and the necessity to practice Chairman Mao's revolutionary theories and developmental ideas can also understand the relationship of the anti-illiteracy program and the extension of primary education work as "one battle after another without any interruption." Everybody understands that the idea of "grab two ends to lead the middle" is a good method to use to combine the high, intermediate, and primary education together. To grab both ends involves engaging in higher education and training the greatly needed high class technicians and secondary school teachers on the one hand while engaging in primary educational work for the preparation of students for junior high schools on the other.

In this manner, we not only supply students and teachers but also engage in secondary school educational work on a large scale. We adopted revolutionary arrangements that would shorten the school period, since this became a possibility and a necessity, with the guarantee of preserving the qualities of teaching. The reasoning power of adults is stronger. They have the production knowledge and learn a special skill. It is possible to shorten the study period. The recognition of "use local talent, to select the able one for a teacher," or "first, survival on self-reliance; secondly, soliciting of outside help" principles, would serve as effective measures in alleviating the problem of teacher shortage. Meanwhile we must use all means to train the present teachers on hand so that the cultural level of the workers will rise as "the boat rises with the tide." Through this conference the morale of every comrade has been boosted. Chairman Mao often teaches us to have courage and help build our country into one that is strong and socialistic and also to get rid of the condition that prompted the saying, "Of three persons, one is poor, two are illiterate." The workers engaged in after-hours education must be ambitious and carry out the instructions of the central party authorities regarding the all-party, all-people educational program. From 1956 to March of 1959, the Trade Union has not paid any attention to the workers' after-hours education. Its work has been neglected. The party cadre is inadequate. After the close of the Workers' Education Conference last March, the Central authorities told the Union to take a more active part. Since that time, the union organization at all levels has done much work. Trade unions should be more ambitious and more daring, more determined to follow the party leadership, and more cooperative with all forces and share the responsibility of the workers' education.

## 2. Concentrate experience, develop ways and means

At this conference, we have systematically listened to the experiences of the representatives of the Heilungkiang Province, Harbin city, and other places. The field of experience covers a very broad background. It relates to all professions and all walks of life. They come from the large factories, mining areas, middle-sized or small factories; some are concentrated in one area, others are scattered in small places. There are also different forms of experience concerning educational levels: college, senior high, junior high, primary schools and anti-illiteracy programs. Some are concerned with after-hours schools, all-day schools, half-work, half-study schools. Other subjects touched on the study of political theory, philosophy, culture and technology. The sources of information were so rich that we have not been able to make a comprehensive summary. However, we may discuss a few common points:

All forces work together under the party leadership in uniting production.

Let us engage in a large scale mass movement under the leadership of the party, cooperate with all forces and unify with the processes of production. The workers' education concerns the whole party, the whole people. It must be led by the party so all forces will work together and go ahead without any hesitation. The objective of a factory is to produce; education must serve production. The more the workers' education helps to push production, the more easily will education develop and expand.

Delve deep into ideological work and sharpen your ideological struggle demanding that among the workers students must constitute the majority. This is the main goal. There are some workers who lack the profound understanding and importance of learning. Some have not yet formed any study habits and are reluctant to face difficulties. Others have a lack of experience, courage and confidence, fearing that the educational program would affect the workers' production. We must proceed toward these people with care in our ideological work, helping them improve their understanding and to find their way so that work may proceed smoothly. We must determine to fight those who are opposed to the party workers' educational policy. This fight is inevitable according to many comrades who have witnessed the same occurrence in the development of workers' education.

After one recognizes the important meaning of the workers' education, he will have zeal; with zeal he will be able to spur energetic action. This will constitute the cycle of ways and means and finally, of accomplishments.

What is mentioned above only touches the essential aspects of the problems, it does not include the whole experience.

#### B. The Task for 1960

After discussing Comrade Lin Feng's six point program concerning the workers' after-hours education, we all consider that within the next one or two years we shall be able to eliminate illiteracy among the young workers. We shall essentially eliminate illiteracy within the period of one year or two, leaving the loose ends for the year following the achievement of this goal. We must organize those workers who have gotten rid of their illiteracy in time to enroll them in the primary classes to study and we must fight for the realization of universal primary education in 1962. We must fight for universal junior high school education during the Third Five-Year Plan. Within the next eight years we must make it possible for the absolute majority of the young laborers to reach a cultural level above the junior high standard.

Our tremendous political and historical mission is to train more than ten million middle grade specialists and several million high caliber experts. We must work under the party leadership, follow the main party line, and carry out the educational policy of the party.

As to the 1960 program I wish to outline the following ideas:

1. Decisive liquidation of illiteracy, timely extension of universal primary school education

At the present time many places have experienced the quick elimination of illiteracy; other places may profit from their experiences after reviewing their own methods and studying their own local conditions. Those who engage in high level education cannot neglect the work of anti-illiteracy. They must pay attention to organizing and helping the workers of different departments and migratory laborers to enroll in school. We must not miss any one of them. Throughout the nation, there is still a considerable number of laborers located in the districts and townships, many of whom are illiterate. Our task is seriously to conduct worker education in the cities and at the same time to do good work in district or township workers' education.

2. Extensive operation in colleges and professional schools

In the whole nation there are 168,000 laborers enrolled in the institutes of higher learning. There are still many qualified laborers who have not enrolled in those schools. Therefore, we must do our utmost, under certain conditions, to enroll the workers in school and to engage them in workers after-hours advanced studies. After exerting a major effort we may be able to make some changes among the colleges and increase their enrollment by an additional 34,000 in the nation. In higher education one must pay attention to the quality and quantity of teaching and make sure the arrangements of academic programs meet the demand. Students must not be admitted without passing entrance requirements and they should not graduate without passing the final examinations.

3. Engage extensively in secondary education

To catch both ends and bring up the middle in school educational work, we must make a major effort to extend the educational program in the schools of technology, trade (senior high) schools, and junior high schools. Each locality must determine its own number of schools. Let us study the possibility of making a big change.

4. Organize workers, seriously study and practice the writings of Chairman Mao

It is necessary to develop actively a philosophy of educational work and to organize the workers to study seriously the writings of Chairman Mao. The facts have shown us that it is possible for the workers to study the writings of Chairman Mao and to study them well. Now there are still party members who do not have enough understanding in the significance of studying Chairman Mao's writings. This problem can only be solved through ideological work that will change some of their mistaken ideas. There has been an accumulation of some good experience everywhere in creating the tide of enthusiasm for the workers to study Chairman Mao's writings. They do that actively, seriously, determinedly and perpetually. The study methods of "learn, ask, write, talk, use" adopted by the Seventh Department Store in Harbin city are excellent. The experience of the workers in the Peony River Cement Factory in their studies of "Practical Philosophy" and "Contradictionism" is also excellent. In some places they have helped to promote the workers who studied well, and have organized them into instructors' regiments to lecture to workers. This method solves the problem of supplying labor theory teachers by preparing them from among the workers. From now on these will be the elements for the formation of a corp of theorists.

In order to realize better this year's work, it is necessary to pay attention the following problems:

a. Determine to do well in planning

Plans are important. With plans, we can be sure of what to do, be definite about our objective and be comprehensive in our scope. Every province, every city, and every autonomous region should quickly complete its planning for this year. The plans must be realistic. At the same time, we must also bring our Three-Year Plan and Five-Year Plan closer to actuality.

At present, we want to perfect our plans; surely there are certain difficulties. First, we are not familiar with the conditions, the figures are not clear. Second, we lack experience, but we have confidence and the conditions to do this job well. If we could only make up our mind and earnestly go ahead to engage in survey and research to find out clearly and definitely the meaning of the figures, we could do well. I hope that by February 15, 1960, every province, city, autonomous region, and production department will submit concrete plans along with a 3-year and 8-year estimate and by March 15 be able to hand in more detailed proposals for the Three-Year Plan and Eight-Year Plan. In preparing the plans they must include plans for the training of the teaching personnel.

b. Tenaciously seize the solution for the teachers problem

A definite number and quality of teachers is the important requirement of a successful engagement in workers' education. We must promote the principle of survival through self-reliance and the spirit of Communist cooperation. Judging by our present experiences, we could solve our teacher problem, if we could only have a correct understanding of it and an unwavering determination to see it through. The party committee members of the Harbin city Wei Chien Machine Factory decided to transfer two assistant engineers and part of their technicians to act as especially appointed after-hours college and professional school instructors. Together with the part-time instructors they are now training more than 800 potential technicians. We shall have to train earnestly teachers, educating new ones and improving the old ones. We are preparing to consult comrades from the related sources and districts to establish an industrial and agricultural normal school and industrial and agricultural college in Peking and Shanghai. Each province, city, and autonomous region should also work actively to establish normal schools. They must use special devices and discard the old methods. The important thing is to study politics, languages, mathematics, geography, etc., and to teach students the educational policy of the party and the progressive experience of workers' education. The main source of students should be the recommendations of the industrial and mining enterprises. We may also admit some students from other sources. Each industrial project or large mining factory could also establish normal schools, or a normal school affiliated with a college or a professional school. Probably a short term teachers' training class can be tried out. Under certain conditions we can incorporate the use of correspondence or television in furthering our training facilities. We must encourage the positive learning attitude of the teachers and rally them in order to nourish big ambitions and to reach high. Like the boat rising as the tide rises, now they may be teaching primary school, in the future they might become middle school teachers, college professors. In solving the teachers' problems we must promote the cooperative spirit of Communism and mutual assistance between factories. There are many merits in united work. It can guarantee both quality and quantity.

c. Strengthen educational leadership, promote teaching quality and quantity

After the establishment of the schools, we must strengthen our educational leadership, study good school systems, compile good teaching materials and improve teaching quality and quantity. Only in this manner can we guarantee the solidarity of the school and the training of the demanded talent.



d. A balanced program of production and education

We must control production on one hand and education on the other in order to realize a double leaping forward movement, a doubly rich harvest. In discussion of production problems, we must also consider the training of talents. If we could only have good vision and strong determination, our objectives could be reached satisfactorily. Since the Eighth Nationwide Plenary Session of last year, production has greatly advanced; study programs have kept their normal course. It seems that if we could only establish clear-cut relations between production and education, we could find our way and discover new experiences. We may also have to take good care of the workers' livelihood, especially among women workers, to keep up their work and study enthusiasm.

Could we expect a producing Red Flag factory to be also an educational Red Flag factory and all educational Red Flag factories to become producing Red Flag factories? We must reach the total goal realizing that only one Red is not enough Red; only a double Red can be considered Red. The progressive producer must set up a study model as well as a producing model.

In workers' education work, we must thoroughly follow the mass line, engage in mass movements, train models, set up vanguards, start the "compare study, catch-up, help" movement, and conclude the extension of the progressive experience with good learning, good teaching, and good management.

C. Concerning the Problems of Organization Leadership

Workers' after-hours education is the business of the whole party, the whole people. All related groups must cooperate under the united leadership of the party, intertwining like a piece of rope. This conference has personified this spirit everywhere, every factory and every mine has done it this way. Since the central authority suggested strengthening workers' after-hours educational leadership, our understanding has been unanimous and the positive nature of the movement has been on the increase. The department of education has always been active and has cooperated with all other organizations. The Communist Youth Corps and the Women's Federation have done a great deal. They have proposed the consideration of this work as one of the important tasks to accomplish. Every production unit has also responded favorably. The commerce department, postal and telegraph department, railroad department, construction engineering department etc. all undertake this work seriously and yield good results. From the realistic viewpoint the production departments express activities systematically and suitably undertake this work not only without interfering with local leadership but, on the contrary, give the united local leadership new reference materials.

They feel the production department should seize upon the following work: first, arrange production assignments and simultaneously give educational assignments; second, call on the present conference and sum up the interchange of experience; third, compile professional teaching materials; fourth, train teachers; fifth, finish the plans. These ideas are good. Let us hope we can accomplish them accordingly.

The trade unions of all levels, under the leadership of the party, should exert themselves to become influential assistants so that they may conduct successful workers' education, initiate it actively and cooperate with all forces. This idea was already accepted by the Third Nationwide Party Organization Extension Conference, but it should be further implemented for the sake of strengthening the workers' educational work. Within the nation, from the Trade Union Federation down to the provinces, cities, autonomous regions, provincial municipalities, special district labor unions should add a bureau of education and set up comparatively stronger cadre systems. Those provincial, city, and autonomous regions whose labor unions have not yet established educational bureaus should suggest starting some to their respective party committeemen as dictated by time and circumstance. In regard to the question of organization, please base it on your working capacity and send your recommendation to the National Headquarters before February 15 of this year so we can study them further. The bureau of education of the Trade Union Federation is a part of the Federation and also a working office of the central after-hours educational organization. Many provinces, cities, and autonomous regions have followed this lead and established similar ones. It is hoped that those who have not done so, will. In order to strengthen the after-hours educational work of the factory and mining enterprises, the basic segments of the labor union organization should choose a suitable educational worker with a vice-chairman's standing to carry out this work and make him a useful helper for his union, handling the daily routine of the matter under the guidance of the party committeemen. Furthermore, the basic segment of the labor union organization could also consider the establishment of an independent committee of education specializing in the mass movement of after-hours educational work. The mass work of the after-hours education has many functions. The Harbin Labor Union comrades sum them up as follows: (1) control the thought manifestations of the workers and teachers, carry out the usual ideological work, (2) help the workers to solve their study difficulties, especially among the women workers and create the necessary study conditions for the workers, (3) with the help of others related to this project we shall elevate the political and professional level of the teachers, reflect the opinion and demands of the workers toward their studies and organize the teachers, cadres, and students so as to study the improvement of teaching.

(4) initiate and organize the workers to participate in the partial management of the after-hours schools and extend the mass movement of mutual help and mutual study, (5) sum up and exchange teaching experience, raise the Red banner, set up the vanguard, extend the "compare, learn, catch-up help" movement, (6) intensify investigation and research work, report to the Party committee on the conditions of the after-hours education, with suggestions for improvements. The above-mentioned points may serve as everybody's reference.

This year the All-nation Labor Union Federation prepares to cooperate with all concerned as follows: (1) it will call a workers' education convention to study plans and teaching problems in the latter part of this year. (2) it will actively participate in the preliminary work of the nationwide cultural and educational all-star conference and achieve the work of exchange of experience, (3) it will call an after-hours college and professional school conference to exchange experiences, (4) it will seriously try to improve statistical work.

Regarding the workers' education, the provincial, municipal, and autonomous regional party committees all have a unified plan as to how to carry out the program, how to make use of the exchanged experiences. I hope the comrades will report to the party committees and carry their work according to the decisions of the party committees. We shall report to the central authorities the problems we have been discussing in this conference and will have to wait for their instructions.

This year the production of the nation has had a prosperous start, a universal prosperous appearance and certainly will remain prosperous. Workers' education should be just like production with a good beginning, a general success, and success in the end by creating a new record.

At this conference the Party committees of Heilungkiang province and Harbin and other organizations have given us their usual assistance and introduced some rich experiences to us. We should learn from the experiences of the progressives from here and improve ourselves. We wish to express our most sincere thanks to these people. ("Peoples' Education," March, 1960)

## THE SECOND YEAR OF AGRICULTURAL MIDDLE SCHOOLS IN COMMUNIST CHINA

[Following is a translation of an article by Ouyang Hui-lin, Chief of the Chinese Communist Propaganda Department of the Kiangsu Province, in the Chinese-language periodical Hsin-hua Pan-yueh-h'ian (New China Fortnightly), Peiping, Vol. 175, No. 5, March 12, 1960, pages 84-87.]

### (1)

The agricultural middle schools of Kiangsu Province soon will triumphantly pass their second anniversary and continue to leap forward into their third year.

The year 1959 was the second year of the "three year struggle, development, and consolidation of the agricultural middle schools" and the determinant year as to whether the schools could be operated successfully. On the basis of the great progress made in the first year through the processes of rearrangements, consolidations, and promotions, agricultural middle schools have reached a new horizon. Now their "roots are deep, leaves flourishing, and outstanding fruits are abundant." If the results of the first year of the agricultural middle schools had not completely dispelled the doubts of certain people who questioned the possibility of maintaining these schools and their qualities, the second year's brilliant accomplishments of the schools have further given them a reassuring answer.

What is the difference between the first year and the second year of our provincial agricultural middle schools?

Ever since the establishment of the people's communes in the villages in the autumn of 1958, agricultural middle schools have become a part of the commune organization. After more than a year's establishment and expansion, they have become important centers for raising village culture and for furthering advanced agricultural technology. Throughout the whole province, every commune has already established one or more agricultural middle schools, thus laying a foundation for the better development and extension of junior high school education in the future. Agricultural middle schools not only expedite the progress of village cultural revolution, but also actively and unequivocally follow through the "eight-word constitution", initiate scientific experiment and research activities, propagate technical knowledge, create and spread large scale production experience, and press forward the development of the agricultural and technical revolution.

Based on their own actual experience, all party and committee members of the communes from everywhere realize more and more the important functions of these schools. They say, "The agricultural middle school is the jewel of the 'great leap forward movement'. No commune can do without one. The concern of the agricultural middle school is also the concern of the well-being of the commune."

Within one year the party and committee members of every people's commune further strengthened their leadership in the agricultural middle schools. The cadres of the professional leaders of the schools, as a whole, have been assigned. All schools have their necessary and definite buildings. Other teaching facilities are also being gradually substantiated. The schools are slowly taking shape. Every one of the 2,100 agricultural middle schools is on a firm basis. All classrooms are filled. The student enrollment since last spring's reorganization has increased from 160,000 to more than 217,000 persons; 51 of the schools with better foundations have started to expand into agricultural senior high schools.

The better the operation of agricultural middle schools, the better will be the results shown in their teaching accomplishments. A year ago some of the teaching work of the agricultural middle schools had not succeeded because of an improper or faulty approach. As a result, many people feared that nobody could learn anything from such schools. But by heeding our experience of the first year, we promoted in the second year a tentative agricultural middle school program and amended their teaching outlines, educational plans, and materials. By insisting on the half farming and half study principle, we moved a step forward and satisfactorily adjusted school teaching, production activities, and student life. We enacted a system to suit the special characteristics of the agricultural middle schools and initiated a new socialist teaching order. In reference to the academic curriculum, we followed the demand for the development of agricultural technical reforms and the raising of teaching standards. We gave attention to the needs of the students as well as to maintaining the four original basic requirements of political science, languages, mathematics and agricultural subjects. Many schools added courses in physics, chemistry, agricultural mechanics, veterinary medicine, horticulture, etc. After a year's hard work, the quantity and quality of teachers have improved and the number of schools has rapidly multiplied. In many schools the total average grades of the two major subjects, languages and mathematics, have come very close to the academic level of the all day junior high schools.

The production activities of the agricultural middle schools have reached a new age and a scheme to support the schools by their own production activities has materialized step by step. A year ago the schools had just started to set up their own production foundations. The needs of land, tools, and capital had not been satisfactorily met.

Many people were dubious regarding the possibilities of the success of the schools in performing their production activities, but now agricultural middle schools and their production activities have been universally established throughout the province. Several schools have taken the initiative to open up an extensive production system which includes agriculture, forestry, animal raising, fishing and other auxiliary industries. Up to the end of last year, the salaries for the teachers, school administrative expenses, books, and stationery supplies for the students in many schools have been provided through the success of these production activities and the majority of the schools have been able to become either partially or totally self-sufficient. The idea of self-sufficiency not only possesses economic meaning, but also combines production with teaching and scientific research. It encourages and promotes the students' consciousness of socialism, and of production ability, so that they may be better able to serve the purpose of agricultural technical reforms and developments.

This year the teachers corps of the agricultural middle schools has shown great progress. Its number has increased 11.5 percent over the first year. They have raised their level in their socialistic consciousness and teaching skill, and they have become a very important unit among all agricultural middle school teachers. A new Red and specialist teachers corps has steadily grown. At the beginning some agricultural middle school teachers did not understand the meaning of creation of the school, nor did they have the adequate teaching experience, or confidence in the school. But through the party educational system, they have greatly improved their political consciousness. Under comparatively difficult conditions, their enthusiasm was at its peak. They conquered difficulties, and carried on their work and teaching with determination and enthusiasm. Under socialism, a new teacher-student relationship has been formed. Some students described the relationship with their teachers as "branches of the tree to the trunk and roots." Students and teachers were of one heart. Teachers love students more than a kind mother would love her own children. Students respect their teachers even more than their own parents. For the past 2 years they have studied under handicaps and struggled hard to practice what they learned. Students visited their teachers and made many new friends among them. They work while they study and study while they work. The teaching ability of the faculty steadily increases. Some teachers, who were brought up in cities, and had never been in the villages at the beginning did not know how to work, how to produce. After going through labor training and learning from the masses, they now know not only how to teach and how to produce, but also how to improve their thought. Among them there are many outstanding ones who have received close attention from the local party committee members, and praise from the masses. Some of them have gloriously joined the Chinese Communist Party.

All these have shown that the agricultural middle schools of our province have already set a steady, healthy, progressive path.

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The growth and the tremendous progress of the agricultural middle schools passed through many stages of development from the beginning: expansion, consolidation, elevation and then again expansion. It is a ceaselessly revolutionary movement constantly leaping forward.

In March, 1958, in accordance with the instructions of the central authorities and the suggestion of Comrade Lu Ting-i, a mass agricultural middle school movement was inaugurated under the leadership of all levels of party committeemen. The schools started out from nothing. They lacked experienced teachers, educational methodology, building facilities, funds, etc. All these constituted considerable difficulties. The provincial committee members were, from the beginning, strongly convinced of the necessity of party and committee leadership, political indoctrination, reliance on the cell and mass organizations, with development on the one hand and consolidation on the other. We concentrated our major efforts in making known the nature, the function and the meaning of the agricultural middle schools. Forces were immediately organized to compile teaching materials and to select teachers from local talents. Furthermore, a group of senior high school graduates from the Kiangnan area were recruited before they had pursued their higher learning. After a period of special training, these graduates were dispatched to the areas of Hsuchow, Huaiming, and Yencheng which had a serious scarcity of instructors to serve as middle school teachers. We boldly initiated the program of letting the people manage education and relying on them to solve the problems of school buildings, desks, chairs, and other necessities. Within a very short time, a large number of half-day agricultural middle schools started to spread within the province. Soon we encountered many new problems. The teachers were inexperienced, some were not contented to work in the schools. Some students did not show any definite inclination to learning, and the number of students assigned to each school was too uncertain; the necessary funds for the schools were not appropriated. Facing such situations on the heels of such a great development program, the provincial committee members promptly devised twelve ways and means to reiterate the character, functions and objectives of the schools and to dispose of the questions of time limit for studies, teachers, funds, working hours, curricula, leadership, etc. Furthermore, from the provincial organization level down to the district level, a standard forum was created for the exchange of ideas of teaching experience.

This program goes on perpetually in order to lay a good foundation for the agricultural middle schools. In mid-August the provincial committeemen and provincial people's committee called a representative provincial conference of agricultural middle school teachers to sum up the ideas expressed by the teachers in their teaching experience, to praise and encourage the enthusiasm of the teachers' work, and to prepare for the development of the next semester. At this conference, they conceived the idea of advancing and promoting the work of the schools and adopted the slogan of: "Communism in the agricultural middle schools, specialization in the agriculture schools." They mobilized all phases of education activities, encouraged the extended work and fighting forces of the teachers and students in order to make the agricultural middle schools take a big step forward.

In September, 1958, the villages of the province became communalized. Agricultural middle schools entered a new stage. They tied in the economic and cultural establishments of the villages more closely. Following the establishment of the peoples' communes, the schools also did some reorganization and combination. Their scope was enlarged. The majority of the students practice collective living in schools. In school, they concentrated on labor work. Simultaneously, new students were recruited. Agricultural middle schools sprouted like new plants in the socialist education garden under the bright red flag of the people's communes. They received a much better growing condition. But on the path of advancement, the schools also faced some new situations. Some schools after reorganization have grown much larger; they did not provide any specialized leadership cadets; teachers were inexperienced regarding students' work and activity control. There were inadequacies of student dormitories and land. In some schools the work hours were too long, thus affecting students studies. Therefore, in the spring of 1959, we underwent a general reorganization and reconstruction of the People's Communes Movement and gave the agricultural middle schools an overhaul. Under the united leadership of the party committee members of all levels, a general plan for the schools was mapped out. A stronger leadership network and more extended school equipment and funds were settled. Under voluntary principles, some of the older students were transferred into groups for after job studies. The organizations of the party and the corps among the teachers and students grew along with political indoctrination. Through the process of reorganization and reconstruction from the beginning to the very end, the leaders of every party organization thoroughly followed the masses, adapting the methods of "catching the two ends in order to lead the middle" to form a pattern and to exemplify the active characteristics of the peoples' commune and mass operated schools and to consolidate further the agricultural middle schools and to elevate their positions.



On this basis they went a step ahead to strengthen the teaching work, to regulate the arrangements for the schedules of study and work, to set up and to strengthen the teaching and advisory network, to train the teachers who were doing the field work, and to improve the teaching program and technique. From now on, they will guarantee the quality and quantity of teachers and, continuing to improve them, we will emphasize teaching and working together. Basing on the new situations created after the establishment of the peoples' communes, we raise new slogans demanding that within a few years the agricultural middle schools will carry out production through labor with secondary industries (handicraft) and highly productive economic goods as the mainstay, and practice the equal balance of agriculture and secondary industries, gradually reaching the realization of supporting the school through production. The leaders of all levels adopted definite arrangements to help the schools to decide on production plans, and sent old farmers to be the production directors in the agricultural middle schools and solve the difficulties of production, supply, and distribution. Everybody cooperates to help the schools to make the production program a success, and to put it on a healthy prosperous path. Since last summer, the agricultural middle schools throughout the whole province enthusiastically responded to the call of the Party's Eighth Central Plenary Congress in the anti-rightist movement promotion of hard work, and went along with the production and savings movement in large scale technological and cultural revolution and started the "five good, five comparisons, seven good, seven comparisons" contest forming a new comprehensive and exhilarating outlook for labor, education and scientific research.

Toward the end of 1959, the provincial committee and the people's committee again called an all provincial representative conference of agricultural middle schools advanced units and of advanced workers to sum up the experience of the administration, teaching, and scientific research among the agricultural middle schools, to display and to make awards for the advanced units and advanced workers, and to define clearly the new mission of the schools. At this conference, the provincial committeemen, viewing the present situation of the technological and cultural revolution, proposed the new slogan: "Teaching aims for universal middle school education, with production as the vanguard, the thought of the teachers and students being Communistic through and through." The conference also listed "ten great proposals" for the agricultural middle schools. The whole province reached its peak of enthusiasm to determine to do well with a school operated by the masses. From now on the agricultural middle schools have entered a new era.

The facts in the past 2 years have proved that under the leadership of the party, continuous and revolutionary thinking based upon socialist revolution and socialist reconstruction developments, ceaseless adoption of new slogans and devices, and reliance on the masses and on the party organization sufficiently showed the initiative of the majority of the teachers and students. It was clear that they would certainly continue the "great leaping forward" movement of the agricultural middle schools from one victory to another.

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In the past 2 years, the facts brought forth in the development and consolidation of the agricultural middle schools have made us realize more and more that the establishment of these schools, under the condition of our nation at this time, is essential to thoroughly carry out the educational work of the party and the policy of "walking on two legs." The purposes are to speed up and to economize on the educational enterprise of socialism, to accelerate the modernization of agriculture and socialist reconstruction, and to eliminate the margin between brain work and manual labor in preparation for the conditions of the transition period toward Communism when it will all have a very important and deep meaning to us.

The high speed development of our nation's socialist economy urgently demands a corresponding speed in educational development. Chairman Mao in the preface of his book, The High Tide of Chinese Agricultural Socialism, pointed out long ago that: "This matter tells us that the pattern and speed of Chinese industrialization and the development of science, culture, education, birth control, etc., cannot work out according to the old preconceived pattern. They should be proportionally extended and speeded up." Experience has proved to us that in order to extend and accelerate educational developments, we should thoroughly fight against capitalistic educational thinking and rightist conservative thinking and seriously carry out the "walking on two legs" policy. Some people insist that in educational affairs we cannot speed up, we cannot spare the money. They want to walk with only one leg, not with two legs. They allow only the state to conduct education and not the masses, allow only an establishment of a type of all day school, but not a half day school. The tremendous accomplishments of the agricultural middle schools in the last 2 years completely repudiated this erroneous, baseless assumption. The development of the agricultural middle schools has greatly increased the speed in mass education. Even though in Kiangsu Province the all day junior high school increased 203.6 percent under the First Five-Year Plan as compared to the year 1952 when the plan first went into effect, the rate of promotion from the grade schools to junior high schools only reached 48.7 percent.

This is not enough to meet the students' needs for academic advancement. Since the creation of the agricultural middle schools, this condition has undergone a basic and positive change. In 1958 and 1959, 90 percent of the primary school graduates had their promotion opportunities. They include part of the primary school graduates of the preceding year who have reached the age of 16. Meanwhile, the distribution of the junior high schools has become more logical, making it possible to have a middle school in every village and every commune, thereby providing opportunities for the primary school graduates to advance. The condition of "poor villages and poor soil, inconvenient to the advancement of the schools" no longer exists. Now the number of junior high school students of this province has reached the halfway mark of the full day school students. This comparison indicates that agricultural middle schools have shared a very important responsibility to help to develop and make available junior high school education. They also helped spread the movement of primary school education. The number of primary school students in this province under the First Five-Year Plan increased 4 percent each year, but during the first year after the founding of the agricultural middle schools, the number of primary schools increased 36 percent and again increased 5 percent in the second year. The rate of enrollment jumped from 60.7 percent in 1957, to 88.4 percent in 1959. Furthermore, the development of the agricultural middle schools prepares the foundation for universal junior high school education and for the transition from senior high schools to the institutions of higher learning.

The agricultural middle school is the type of school which completely meets the man power, material resources and economic problems of our nation's villages. The teachers needed for the agricultural middle schools can be chosen locally, trained, and promoted gradually. The needed buildings and equipment for the schools can be found step by step with a modest beginning by relying on the masses. The money needed for the schools can be obtained wholly or partially through the process of supporting the schools by their own production. They seldom need government support. Sometimes they are financially independent of the government. In this way, we can lighten the financial burden of the students' families, rapidly and economically benefit the educational enterprise under socialism, and concentrate the financial and material power for the promotion of socialist, economic reconstruction.

The development of the agricultural middle schools is a very important phase of the cultural revolution and a very important procedure to achieve agricultural technological reforms. Following the general advancement of the people's communes in agriculture, forestry, animal husbandry, handicraft, fisheries and the industries sponsored by the communes, we carry through the "eight-word constitution" agriculturally, mechanically and electrically.

Production will be more and more abundant; its technical requirements will be higher. It is clear that it demands the techniques of modern science and the understanding of modern culture. Under the new conditions of agricultural socialist reconstruction, those who operated on the small farm economy based on the production experience of the old farmers can no longer meet the modern needs. Here we may give an example. Very recently, according to Comrade Chao Heng-yuan, Chairman of the Tuao Tien Commune of the Hsin Hua District, who attended our provincial agricultural middle school progressive units and progressive workers representative conference, reported that in 1959 when their commune harvested a bumper crop, the Yangchow Land Committee awarded the commune a small steamer, but since there was nobody who knew how to operate the steamer, they had to use poles to move it. From this incident it is clear that the training of technicians is the most urgent need for the acceleration of agricultural production. The realization of agricultural modernization not only needs a large number of high class technicians, but even more it requires middle grade and elementary grade technicians and administrative personnel. This kind of technical force cannot depend entirely on the all day middle schools for their training. The agricultural middle schools must share part of that responsibility. This is not only a necessity, but a possibility. Starting in the latter half of this year, our provincial agricultural middle schools will, from year to year, supply a large number of graduates to serve the nation as well as the communes. Some schools have already set a good example. For example, the Changkiang Agricultural Middle School of the Kiangning District has already trained a group of mechanics for the local commune. The students of the agricultural schools will become China's first generation of new cultural laborers who are socialistically conscious, a new force of agricultural technical reformers.

The reason the agricultural middle schools have been able to develop so rapidly and to show their increasing importance in socialist reconstruction is that they are a new type of socialist school. They have broken the tradition of several thousand years of the outmoded school system. They have broken off completely from the capitalist educational philosophy and have strongly insisted on the policy that education, production, and labor work closely together. They created the half farming, half study formula. Their direction is right; their methods are correct. They provide a better chance for more primary school graduates to receive higher learning. Furthermore, students do their studies on one hand and their work on the other, thus, greatly increasing their socialist and Communist consciousness and receiving a more comprehensive knowledge to provide themselves with sufficient development in moral training, intellectual cultivation, and physical education. The simultaneous emphasis on mental exercise and physical exercise constitutes a very important step in educating the masses and in putting the intellectuals to manual labor.

This will eliminate the difference between intellectual and physical labor and prepare for the conditions of the transitional period toward Communism.

The creation of the agricultural middle school has shown its vital strength. Some capitalistic educators looked down on the agricultural middle schools in the beginning, but now, faced with the facts, they must admit defeat. Some cadets and parents of the students originally did not know the schools well and nourished suspicions and hesitation, but now they all feel deeply that the agricultural middle school is a type of revolutionary and progressive school which has a great future ahead. They have since gotten rid of their suspicions, adopted a more positive attitude, and supported the efforts to make the schools good. The victory of the agricultural middle schools is also the glorious victory of the main line of socialist reconstruction. It is the victory of party education, the policy of "walking with two legs" and the educational ideas of Mao Tse-tung.

Our nation is now in a new stage of Socialistic reconstruction. Our people, under the wise leadership of the central party organization and under Chairman Mao, have three Sutras: they have a main passage to follow, a great leap forward movement and the people's commune. After the experience of the great leap forward movement of 1958 and 1959, 1960 will certainly have a better result and success will continue throughout the 1960's. We shall surpass Great Britain in heavy industrial production in less than 10 years; we shall fulfill the national agricultural development program and we shall realize the modernization of industry, agriculture and culture. To build up our nation as a strong socialist state, the new environment and responsibility of the state urgently requires quick acceleration of the socialist educational program, the mass education, the elevation of the people's socialist and Communist consciousness and of the cultural and scientific and technical levels. This must be done to produce a strong, specialized Communist scientific technical group and theory group that will be able to conquer the scientific and technical fortress, one that will be able to reach the high peak of science and technology. The agricultural middle schools share a glorious and important mission in our national construction, especially in socialist construction in villages. Judging from the conditions in our province within the next few years, there will be increasing numbers of village primary school graduates. The all day school system cannot completely satisfy their promotion demands which are simultaneously agricultural, mechanical and electrical. Irrigation must also develop on a considerably larger scale. A large technical force is urgently needed. Therefore, the development of the agricultural middle schools must reach a new peak. Facing such a new situation, we must have sufficient recognition of the problem to strengthen the leadership in the agricultural middle schools and to make them much better.

The year 1960 marks the third year of the agricultural middle schools. We have obtained great results, but the responsibility ahead of us looms quite large. We must not be satisfied with our established results. We must follow the unceasing revolutionary spirit to carry on and on after our victories; we must move forward in strengthening our present agricultural middle schools, in increasing our schools' political and ideological work, and in improving in large measure the quality and quantity of our teaching; we must succeed in our production movement, establishing not only good junior high schools, but also good senior high schools. On top of our present foundations, we must actively continue to develop agricultural middle schools. We must use the fastest speed and the most economical methods to conduct more and better schools to satisfy the needs of the nation's construction and the increasing needs of the ever growing masses. Everywhere, in every department, there must be help and support for the schools with the greatest enthusiasm and the deepest concern. The teachers of the schools must work the hardest. They must get ahead but remain modest to acquire new knowledge, to learn all possible merits from the all day middle school system and to summarize all progressive experiences in order to create a more glorious achievement.

This new year, on the land of our mother country, there will blossom a more brilliant flower with bigger and better fruit.

(Note from the editor of "People's Education") Comrade Ouyang Hui-lin, in the 1959, No. 7 issue of the "Red Flag," published an article, "The First Year of the Agricultural Middle Schools." I hope the readers will consult it. ("People's Education," Number 2, 1960.)